

CHAPTER II

REVIEW OF RELATED LITERATURE

In this literature review, it has the aim to examine some literature, closely related to the theories of the intended research. This chapter comprises of the explanation of the researcher regarding to the related literature which contains of film or movie, teaching strategies, and teaching problem.

2.1 Film or Movie

Under the theory of Schmidt and Bogarad (2006), the movie exhibits the behavior of human life through a moving picture. It can be in the form of how someone solves a problem, or a story of a culture in a country, and many more. Therefore, the movie shows huge information towards watcher which the main purpose is for entertaining.

In this research, the researcher focuses on analyzing the teaching strategies in Spare Parts movie (2015). "Spare Parts" movie is an American drama film directed by Sean McNamara. The story tells about a true-life story about four teenagers Hispanic high school students who form a robotics club under the leadership of their school's newest teacher, Fredi (GEORGE LOPEZ). The story tells about the struggle of the teacher and the students to win a robotics competition against the nation's top universities. With no experience, 800 bucks, utilized car parts, and a dream, this ragtag team goes up against the country's reigning robotics champion, MIT. On their journey, they learn not only how to construct a robot, but also they learn to build a bond that will last a lifetime.

2.2 Teaching Strategy

This part will explain about the definition of teaching strategy and kinds of teaching strategy.

2.2.1 Definition

Teaching is how someone transfers their knowledge in order to help them know how to do something and understand it (Brown, 2015). It happens in the teaching process. While according to Grafura and Wijayanti (2012), a strategy is a plan of action in order to gain something. With a strategy, a goal can be achieved because there is a suitable and effective plan that already prepared before in order to gain that goal.

Under the theory of Husanah *et al*, (2016), teaching strategy is a collection of plans which contain of action, move, or initiative inside the teaching process. Teaching strategy is different from teaching methods, techniques, and approach. Teaching strategy is a long term plan of action designed to achieve a particular goal, while teaching method is ways of presenting subject matter conducted by educators so that the learning process occurs in students to achieve goals (Sutikno, 2009), teaching technique can be considered as a way for someone to implement a specific method (Al Khazin, 2010), and last teaching approach is something that is student-centered, by applying discovery and inquiry learning strategies and inductive learning strategies (Sanjaya, 2008). These are the difference among them.

So, it can be concluded that teaching strategies are the plan of teaching the students to make them comprehend the material in the teaching process and achieve the learning goal.

2.2.2 Kinds of Teaching Strategy

In this research, the researcher analyzes the teaching strategy in Spare Parts (2015) movie under two theories of a teaching strategy which is teaching strategy based on Saskatchewan Educational as cited in Majid (2013) and Brown (2014).

2.2.2.1 Kinds of Teaching Strategy Based on Saskatchewan Educational as Cited in Majid (2013)

Based on teaching strategy by Saskatchewan Educational as cited in Majid (2013), there are five kinds of teaching strategies, they are:

2.2.2.1.1 Direct Strategy

In this direct strategy, the teacher becomes the center of the class. Most of the information was given directly by the teacher. These are several characteristics of direct strategy:

1. There are clear goal.
2. There are five steps of learning activities: inform the learning purpose and prepare the students, transferring the knowledge, guiding practice, verify the student understanding by giving feedback, and practice.
3. A suitable media and proper environment can enhance the successfulness of direct strategy.

2.2.2.1.2 Indirect Strategy

This strategy is the opposite of the direct strategy. In this strategy, the center of the class is the student or student-centered. Here, there is a high participation of the student in the learning process such as in observing, creating hypotheses, investigating, and many more. Moreover, inquiry, inductive, problem solving, decision making, and discovery can be found in an indirect strategy. Then, there are several characteristics of indirect strategy, they are:

1. The student should be active in the class such as in decision making, problem solving, observing something, and etc.
2. The main role of the teacher is become a motivator, facilitator, provider, guider for the student in order to be active in the class.

2.2.2.1.3 Interactive Strategy

This strategy is emphasizing the sharing and discussion to each student, student with learning sources, and student with teacher. According to Seaman and Fellenz (as cited in Majid 2014), discussion and sharing can enhance the students active participation and student knowledge, ideas, and insight. By this strategy, it demands the student to be active in having an investigation and giving questions to each other with the purpose to increase the student understanding. These are several characteristics of interactive strategy:

1. There are many kind of activities that can be implemented for both groups and individuals.
2. High participation of student.
3. The teacher is facilitator, evaluator, guide, resource person and mediator.
4. There are many kind of way of communication.

5. The classroom environment is flexible.
6. The learning process can be set in outdoor or indoor activity.

2.2.2.1.4 Experiential Learning Strategy

This strategy is student-centered and activity-oriented. Here, it focused on direct experience which means emphasize the learning process than the learning outcomes. The student will increase their knowledge and skill through direct experience. There are four learning cycles of experiential learning strategy which is stated below:

1. The teacher gives stimulus to the student through a real situation.
2. The student can develop their knowledge through reflective observation based on their experience.
3. The student will find the reason and relation through their experience, abstract conceptualization.
4. The student can explain the new experience after doing the effective test of the model or theory, application.

2.2.2.1.5 Self-Learning Strategy

This strategy has a purpose to train student independence, so they will not depend on the teacher. In the learning process with the self-learning strategy, the student learn independently. The key to this strategy is a plan. In here, the student will follow several guides that already designed by the teacher, so the problem that will be happen already be anticipated. These are several strategies to success the implementation of self-learning strategy stated by Saskatchewan Educational as cited in Majid (2013):

1. Set a specific learning goals, types, and level.
2. Create the steps of the material presentation.
3. Choose the learning media.
4. Predict the cost.
5. Predict the time and make the schedule.
6. Create the learning procedure.
7. Choose the instrument and assessment procedure.

Thus, the researcher compare the teaching strategy implemented by Freddie with five teaching strategies above.

2.2.2.2 Kinds of Teaching Strategy Based on Brown (2014)

Based on teaching strategy by Brown (2014), there are four kinds of teaching strategies, they are:

2.2.2.2.1 Cognitive Strategy

The outcome of using this strategy is it can help the student increase their knowledge in peer. The cognitive strategy is developed through a process of behavior reflection when solving a problem in the learning process. These are activities inside the cognitive strategy:

1. Planning, such as previewing, reviewing, setting schedules, deciding to attend to a specific aspect of language input.
2. Organizing, such as reordering and classifying items in language.
3. Monitoring, such as doing a correction.
4. Evaluating, such as checking the outcomes.
5. Using senses, such as creating visualizations and pictures to remember.

6. Activating knowledge, such as applying rules by deduction, using translation to remember a new word.
7. Contextualization, such as relating new information to other concepts in memory.
8. Going beyond the data, such as guessing and predicting a context.

2.2.2.2.2 Affective Strategy

This strategy tries to give and develop student motivation, attitude, and tolerance. The activities of affective strategy are explained below:

1. Activating supportive emotions, such as encouraging oneself, giving reward for an accomplishment, make a positive statements, etc.
2. Minimizing negative emotions, such as do a relaxation to overcome the anxiety, do a positive talk, and etc.
3. Generating motivation, such as creating a goal and listing accomplishment.
4. Building positive attitudes, such as create a fun activity.

2.2.2.2.3 Sociocultural-interactive Strategy

The goal of this strategy is to help the student learn and understand the information gap with other cultures. The activities of sociocultural-interactive strategy are stated as below:

1. Interacting to learn, such as communicate with others to get feedback.
2. Overcoming knowledge gaps, such as asking for clarification.
3. Guessing intelligently.
4. Generating conversation, such as asking question.

5. Activating sociocultural schemata, such as asking question about culture, costumes, etc.

2.2.2.2.4 Compensatory Strategy

This strategy tries to give an alternative for the student to learn, to help or fill their weaknesses. The activities of compensatory strategy are stated as below:

1. Avoidance, such as avoiding a topic that giving difficulty.
2. Circumlocution, such as giving definition to an object.
3. Approximation, such as using alternative term to something.

2.3 Teaching Problem

In the teaching process, the teacher will always confront a problem that occurs in the class during the learning process. According to Heriansyah (2012), there are two kinds of teaching problem, they are:

2.3.1 Linguistic Problem

The linguistic problem in teaching is related to the linguistic comprehensive of a student, such as pronunciation, grammar, vocabulary, and many more.

2.3.1 Non-Linguistic Problem

This problem is any problem that is unrelated with linguistic ability. There are many kinds of this non-linguistic problem, such as:

1. Problems related to the students' attitude.
2. Problems related to the teachers' attitude.
3. Problems related to the friends' attitude.
4. Problems related to the parents participation.
5. Problems related to the teacher teaching method.
6. Problems related to the teacher teaching material.

7. Problems related to the teacher learning media.
8. Problems related to the learning motivation.
9. Problems related to the school facilities.
10. Problems related to the environment.

Therefore, this research will compare the research finding to the two expert of teaching strategy which is Saskatchewan Educational as cited in Majid (2013) and Brown (2014). The researcher wants to exhibit a good and reliable result of teaching strategy based on *Spare Part* movie (2015) by compare it with two experts, so that the teaching strategy that had been found becomes the best solution for teacher as their teaching strategy.

